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AUTHOR Davis, JoAnne; And Others
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ABSTRACT

This study evaluated the shortage of special education teachers in Oklahoma and presented a long term plan to meet this need. The study examined: (1) teacher shortages by category and geographic location in Oklahoma; (2) availability of individuals with the potential to be special education teachers; and (3) innovative recruitment and retention strategies. Following a chapter that addresses administrative components, the second chapter reports results of a survey of Oklahoma school district special education teacher needs. Results of a survey of special educators on their thoughts about retention and recruitment issues are reported in Chapter III. A survey of students at Oklahoma state universities majoring in general education and possibly interested in special education is reported in Chapter IV. Chapter V presents information received from State Departments of Education and university special education training programs throughout the United States. Chapter VI presents recommendations, addressing retention (at both state and local levels); recruitment (addressed to institutions of higher education and the State Department of Education); and certification (new certification, alternative certification, emergency certification, speech/language certification, undergraduate programs, graduate programs, and local education agencies). Appendices include the survey forms and a literature review. (24 references) (DB)

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AN INVESTIGATION OF ISSUES RELATED TO THE SPECIAL EDUCATION TEACHER SHORTAGE IN THE STATE OF OKLAHOMA

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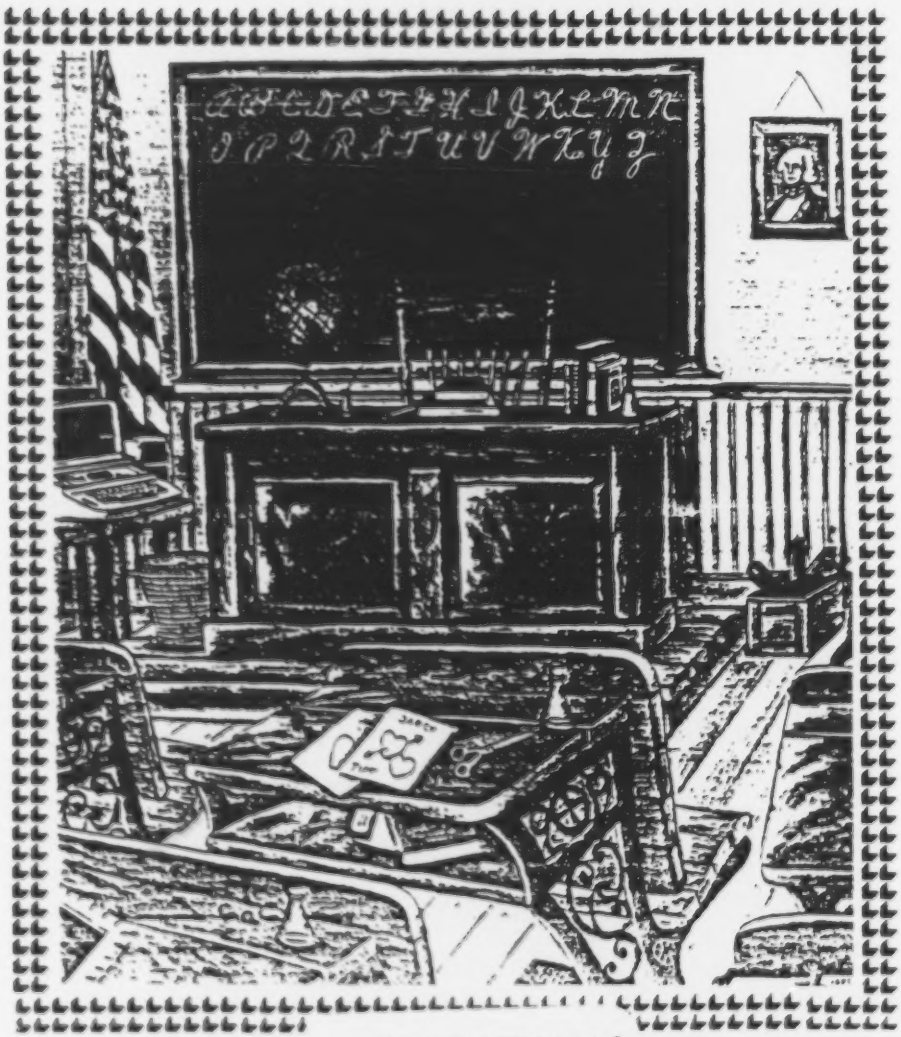

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Oklahoma Directors of Special Services	Jenna Harper Billie Heiligman
Public School Superintendent	Gerald Daugherty
Professional Standards Board	Dr. Ted Guffy
Project Director	Dr. JoAnne Davis
Graduate Assistants	Jennie Beard Neva Mitchell Tracie Nix Candi Durbin

AN INVESTIGATION OF ISSUES
RELATED TO THE SPECIAL EDUCATION TEACHER SHORTAGE
IN THE STATE OF OKLAHOMA

April 1991

Prepared for

OKLAHOMA STATE DEPARTMENT OF EDUCATION
SPECIAL EDUCATION SECTION

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Project Director

Dr. JoAnne Davis

PARTICIPATING UNIVERSITIES

Dr. Sondra Bonnington
Cameron University
Lawton

Dr. Ben Harper
East Central State University
Ada

Dr. John Chido
University of Oklahoma
Norman

Dr. Liz Walters
Southeastern Oklahoma State University
Durant

Dr. Bill David
Southwestern Oklahoma State University
Weatherford

Dr. John Feaver
University of Science and Arts of Oklahoma
Chickasha

AN INVESTIGATION OF ISSUES
RELATED TO THE SPECIAL EDUCATION TEACHER SHORTAGE
IN THE STATE OF OKLAHOMA

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AN INVESTIGATION OF ISSUES RELATED TO THE SPECIAL EDUCATION TEACHER SHORTAGE IN THE STATE OF OKLAHOMA

PURPOSE

The shortage of Special Education teachers throughout the United States is a major concern. Information taken from Department of Education (1986-1988) Eighth, Ninth, and Tenth Annual Reports to Congress on the Implementation of the Education of the Handicapped Act indicates there was a 6.5% shortage of Special Education teachers in the 1983-84 school year. By the 1985-86 school year, the shortage had risen to 8.6%. This figure represents a shortage of 27,474 Special Education teachers nationwide. Additionally, there is an indication that persons in leadership positions such as university faculty, supervisors, and administrators will be retiring in large numbers within the next ten years. While the number of professionals in the field is decreasing, it is projected that the number of students requiring services will be increasing. (National Center for Education Statistics, 1988, April and July)

The recent increase in emergency certificates requested for non-special education teachers by superintendents for the 1989-90 school year indicates that Oklahoma is following the national trend. Emergency certificates granted for Special Education teachers in the 1987-88 school year numbered 218, while 265 emergency certificates were granted in 1988-89. The Oklahoma State Department of Education's data report (87-88) submitted to the U.S. Department of Education and Rehabilitative Services indicates that 379.73 full time equivalency Special Education teachers were needed.

The trend in Oklahoma is clear and there is no indication that it will be reversed unless an intervention plan is implemented. It is felt that there are many people working in related or supportive service areas who have a keen interest in working with handicapped children. And, because of their years of experience, they have the potential to be excellent special educators. With the announcement of special education courses being taught at the undergraduate level at Northwestern Oklahoma State University, a positive interest was shown by elementary teacher education students in obtaining a certificate in a special education category as well as in elementary. Additionally, there are teachers who are certified in other areas who have expressed an interest in acquiring an endorsement in a special education category, as well.

In order to develop a viable long-term plan, data is needed to determine the extent of the Special Education teacher shortages, the areas of the state in which they exist, and the availability of prospective teachers in these areas. Therefore, the purpose of the research is:

1. To determine the degree of special education teacher shortages in each category by geographic location in the state of Oklahoma.

2. To determine the availability of local residents who have the potential of being capable special education teachers.

3. By surveying all special education teacher training programs and State Departments of Education throughout the U.S., discover innovative recruitment and retention strategies being used.

4. To provide information compiled from the research and recommendations formulated by an Advisory Committee to the EHA-B Advisory Council to the Special Education Section of the Oklahoma State Department of Education.

PROCEDURES

Northwestern Oklahoma State University Education Department staff conducted a survey of all school districts in the state of Oklahoma in the spring of 1990 (Appendix A).

A follow-up survey was targeted at LEAs, reporting a need for Speech Pathologists (Appendix B). This follow-up survey was conducted to discover if LEAs were able to staff vacant positions for Speech Pathologists and other Special Education categories by the beginning of school in the fall of 1990.

The information from these two surveys is presented in Chapter II through the use of tables and narrative description. In conjunction with the Oklahoma Federation of the Council for Exceptional Children (CEC), a random survey of special educators was conducted at the Fall Conference, 1990. This survey provided the opportunity for special educators to share insights on retention and recruitment issues. The results are reported in Chapter III.

The Oklahoma state universities with special education teacher training departments participated in a survey of students majoring in general education to determine what percentage would be interested in teaching in a special education category. The results of this study are discussed in Chapter IV.

In Chapter V, information is reported that was received from State Departments of Education and university special education training programs throughout the United States. Finally, in Chapter VI, recommendations made by the Advisory Committee are presented.

ADVISORY COMMITTEE

The Advisory Committee was composed of persons representing all geographic locations of the state. They represent universities, public schools, the State Department of Education, EHA-B Advisory Council, and the Professional Standards Board. The committee analyzed the data and assessed needs regarding:

A. Shortages of service providers for handicapped children.

B. Short-term strategies to address the immediate shortages.

C. Long-range planning to alleviate shortages.

D. Certification issues for service providers.

The Committee specifically considered recruitment and retention strategies that could be implemented in Oklahoma.

POSITIVE STRATEGIES THAT ARE IN PLACE IN OKLAHOMA

Alternative Certification -

Special Endorsements in LD, MR, SED, PH, VH

Retention -

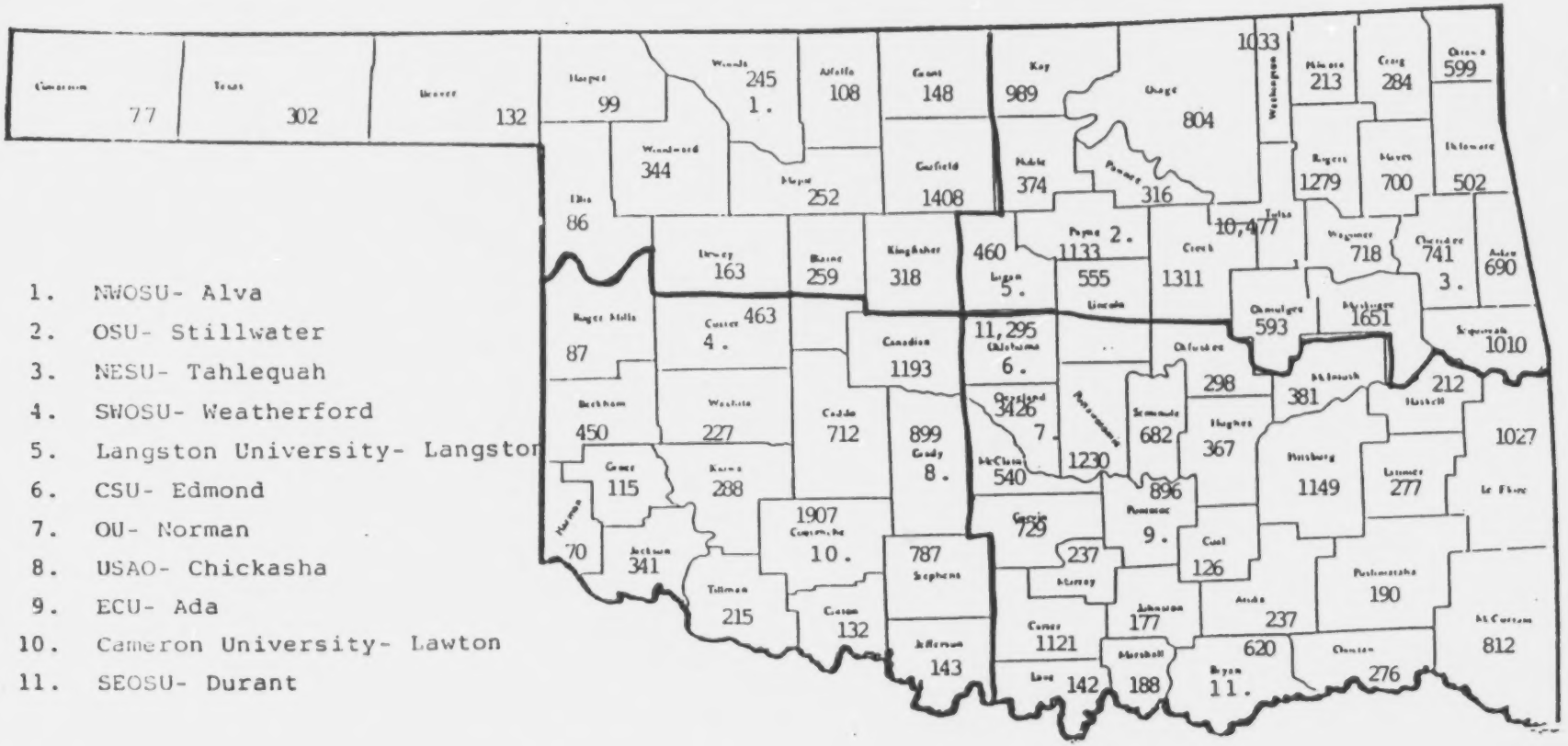
5% additional pay for special education teachers
Entry-year teacher committees provide support
Fall conference sponsored by Special Education Section

ACRONYMS USED IN THE STUDY

LD - learning disabilities
MR - mentally retarded (included EMH, TMR, and S/P)
EMH - educable mentally handicapped (retarded)
TMR - trainable mentally retarded
S/P - severe/profound retarded
MH - multihandicapped
SI - speech/language impaired (S/L)
SED - seriously emotionally disturbed
D/HH- deaf/hard of hearing
B/VH- blind/visually handicapped
OI - orthopedically impaired
DB - deaf-blind
OHI - other health impaired

Non-specified Category- Respondents indicated a vacancy but did not name a category. Forty two and one half full-time equivalency (FTE) were reported in this manner.

Figure 1



1. NWOSU- Alva
2. OSU- Stillwater
3. NESU- Tahlequah
4. SWOSU- Weatherford
5. Langston University- Langston
6. CSU- Edmond
7. OU- Norman
8. USAO- Chickasha
9. ECU- Ada
10. Cameron University- Lawton
11. SEOSU- Durant

Northwest Quadrant	3,941
Northeast Quadrant	26,403
Southwest Quadrant	8,029
Southeast Quadrant	26,635
Total	65,008

Chapter II

In the spring of 1990, 608 school districts were mailed questionnaires (see Appendix A) designed to determine the degree of the Special Education teacher shortage in each category by geographic location in the state of Oklahoma. Reasons for the shortages were investigated as well as the number of emergency and provisional certificates currently issued to Special Education teachers. Respondents were asked to comment on effective recruitment techniques. Other service delivery concerns were also addressed.

The population distribution in the state of Oklahoma, like most states, is quite diverse. For reporting purposes, the state was divided into quadrants, using I-40 and I-35 as dividing lines. (Figure 1) Counties were kept intact. Even though some portions of the Oklahoma City School District fell in each of the quadrants, it is reported with the Southeast quadrant. Most of the reported shortages appear to correlate with the general school population. The population density is considerably lower in the western half of the state, as compared to the two eastern quadrants. Figure 1 also illustrates the location of the state universities offering special education teacher training programs and the number of special education students that are served in each county.

Respondents were asked to report shortages in full-time equivalency (FTE), so many shortages, particularly low-incidence categories, were reported in decimals. (i.e. .25)

Data is reported by size of school districts. The large school category is composed ot 5A and 4A schools. The medium school category consists of schools classified as 3A and 2A, while 1A and smaller schools make up the small school category. The rate of large schools responding to the survey was 100%. The medium schools in the Northwest and Southwest quadrants responded by 100% also.

	NORTHWEST				SOUTHWEST				NORTHEAST				SOUTHEAST				
	5A/ 4A	3A/ 2A	1A & Below	Total	5A/ 4A	3A/ 2A	1A & Below	Total	5A/ 4A	3A/ 2A	1A & Below	Total	5A/ 4A	3A/ 2A	1A & Below	Total	GRAND TOTAL
LD	1	0	10.1	11.1	10	6	6.5	22.5	47.5	19.7	13.25	80.45	24	26.95	9.2	60.15	174.2
EMH	0	2.5	4.75	7.25	6	9.5	4.75	20.25	17	13.15	7.75	37.9	13	15.25	6.1	34.35	(99.75)
TMH	0	1	1.25	2.25	2	1	5.25	8.25	7	6.1	2.5	15.6	2.5	1	0	3.5	(29.6)
T																	129.35
S/P	0	.5	0	.5	0	0	2	2	7	3	0	10	1	4	1	6	(18.5)
MH	0	1	1	2	3	3	0	6	24	7.1	2.5	33.6	3.5	3	1	7.5	(49.1)
T																	67.6
SI	0	2	6.2	8.2	6	2.6	2.33	10.93	19.5	7.1	5	31.6	8.5	6.5	8.2	23.2	73.93
SED	1	.5	0	1.5	4	2.5	1	7.5	16.5	10	2.5	29	17	3	2	22	60
D/HH	0	0	1	1	0	0	.25	.25	3	.75	0	3.75	0	.5	0	.5	5.5
B/VH	0	0	0	0	0	0	.75	.75	2.2	.25	0	2.45	.5	1	0	1.5	4.7
OI	0	.5	0	.5	0	0	0	0	1	.25	0	1.25	2	0	0	2	3.75
DB	0	0	0	0	0	.5	0	.5	1	.25	0	1.25	0	0	0	0	1.75
T	2	8	24.3	34.3	31	25.1	22.83	78.93	145.7	67.65	33.5	246.85	72	61.2	27.5	160.7	520.78
NS	0	0	1	1	0	0	3	3	2	10	3	15	9	10.5	4	23.5	42.5
T	2	8	25.3	35.3	31	25.1	25.83	81.93	147.7	77.65	36.5	261.85	81	71.7	31.5	184.2	563.28

Table 1 presents the anticipated number of teaching positions needed for the fall 1990 semester. The positions are reported by category, school size, and geographic location. The figures represent full-time equivalency (FTE).

Table 2 compares the number of teachers needed in each category to the number of teachers employed, based on the 1989-90 EHA-B Data Report. Both sets of figures are reported by FTE.

Table 2

COMPARISON OF NUMBER OF SPECIAL EDUCATION TEACHERS EMPLOYED TO NUMBER NEEDED - FALL 1990

Category	89-90 Teachers Employed by FTE	Teachers Needed for 90-91	% Vacancies
LD	1496	174.2	11.6
MR	1041	* 129.35	12.4
S/L	520.7	73.93	14.2
MH	187.2	** 67.6	3.6
SED	202.9	60.	29.6
D/HH	63.6	5.5	8.6
B/VH	47.4	4.7	9.9
OI	28.8	3.75	13
DB	3.3	1.75	53
Non-specified	-	42.5	-

* combined EMH 99.75 and TMR 29.6
** combined S/P 18.5 and MH 49.1

Summary of Findings

The greatest shortage area is LD followed by MR. The categories of S/P was combined with multihandicapped since programming for these two categories is similar. The categories of SED and Speech/Language are apparently of greater concern to school personnel. Many factors contribute to the difficulty in filling these two positions. These issues are discussed in Chapter VI. Unlike LD and MR, there are a limited number of training programs in the state, so the number of candidates available to fill the positions is also limited.

Because of the interest expressed regarding the shortage of speech language pathologists, a follow up survey was conducted in the fall, 1990 (Appendix B). Districts reporting a vacancy were asked how they filled the positions in S/L as well as other reported vacancies. School districts reporting 73.93 FTE in speech/language were contacted. Surveys were returned from 56 districts representing 44.9 pathologists in FTE. Table 3 provides the data from this survey.

Table 3

SPEECH		STAFF POSITIONS							CERTIFICATION			
		Reported Shortage		Positions Filled		Positions Not Filled		Class Closed	Stand.	Prov.	Temp.	Emerg.
AREA OF STATE		#	FTE	#	FTE	#	FTE	#				
Northwestern	N=7	8	5.4	7	4.4	1	.1	1				.5
Southwestern	N=6	10	8.	8	6.8	1	.3	1	3	1	1	
Southeastern	N=26	19	16.7	10	7.7	9	9.	1	8			2
Northeastern	N=17	18	14.8	15	12.4	3	2.4	1	13			
Total	N=56	57	44.9	40	31.3	14	11.8	3	24	1	1	2.5

MENTALLY RETARDED EDUCABLE AREA OF STATE		STAFF POSITIONS: Reported Shortage #	Reported Shortage FTE	Positions Filled #	Positions Filled FTE	Positions Not Filled #	Positions Not Filled FTE	Class Closed	CERTIFICATION: Stand.	Prov.	Temp.	Emerg.
Northwestern	N=7	4	3.25	3	1.75	1	.5		1			
Southwestern	N=6	6	4.85	5	4.6			.25	3		2	
Southeastern	N=26	8	6.6	6	4.6	2	2.		5			.1
Northeastern	N=17	5	5.	5	4.5	1	.5		5			
Total	N=56	23	18.7	19	15.45	4	3.	.25	14		2	.1

TRAINABLE AREA OF STATE		Reported Shortage #	Reported Shortage FTE	Positions Filled #	Positions Filled FTE	Positions Not Filled #	Positions Not Filled FTE	Class Closed	Stand.	Prov.	Temp.	Emerg.
Northwestern	N=7	0										
Southwestern	N=6	1	1.	1	1.						1	
Southeastern	N=26	1	1.	1	1.				1			
Northeastern	N=17	5	5.	4	4.	1	1.		3			1
Total	N=56	7	7.	6	6.	1	1.		4		1	1

SEVERE/PROFOUND AREA OF STATE		Reported Shortage #	Reported Shortage FTE	Positions Filled #	Positions Filled FTE	Positions Not Filled #	Positions Not Filled FTE	Class Closed	Stand.	Prov.	Temp.	Emerg.
Northwestern	N=7	0										
Southwestern	N=6	0										
Southeastern	N=26	1	1.	1	1.				1			
Northeastern	N=17	2	2.	2	2.						1	1
Total	N=56	3	3.	3	3.				1		1	1

LD AREA OF STATE		Reported Shortage #	Reported Shortage FTE	Positions Filled #	Positions Filled FTE	Positions Not Filled #	Positions Not Filled FTE	Class Closed	Stand.	Prov.	Temp.	Emerg.
Northwestern	N=7	3	1.75	3	1.75	0	0		1			
Southwestern	N=6	5	4.2	5	4.2	0	0		4			
Southeastern	N=26	18	15.2	17	15.	1	.2		12	1		2
Northeastern	N=17	16	14.5	11	9.5	5	.5	1	11			
Total	N=56	42	35.67	36	30.45	6	.7	1	28	1		2

FOLLOW UP STUDY

ORTHOPEDICALLY HANDICAPPED 2 VACANCIES
DEAF/BLIND 1 VACANCY

STAFF POSITIONS

CERTIFICATION

MULTIHANDICAPPED AREA OF STATE		Reported Shortage #	Reported Shortage FTE	Positions Filled #	Positions Filled FTE	Positions Not Filled #	Positions Not Filled FTE	Class Closed #	Stand.	Prov.	Temp.	Energ.
Northwestern	N=7	1	1.	1	1.				1			
Southwestern	N=6	3	2.1	3	2.1				1	1		
Southeastern	N=26	2	2.	2	2.				1			
Northeastern	N=17	8	8.	7	7.	1	1.		5		1	1
Total	N=56	12	13.1	13	12.1	1	1.		8	1	1	1

BLIND/VI AREA OF STATE		Reported Shortage #	Reported Shortage FTE	Positions Filled #	Positions Filled FTE	Positions Not Filled #	Positions Not Filled FTE	Class Closed #	Stand.	Prov.	Temp.	Energ.
Northwestern	N=7	0										
Southwestern	N=6	2	.35	1	.1			.25				
Southeastern	N=26											
Northeastern	N=17											
Total	N=56	2	.35	1	.1			.25				

DEAF H/H AREA OF STATE		Reported Shortage #	Reported Shortage FTE	Positions Filled #	Positions Filled FTE	Positions Not Filled #	Positions Not Filled FTE	Class Closed #	Stand.	Prov.	Temp.	Energ.
Northwestern	N=7	0										
Southwestern	N=6	2	.35	1	.1			.25				
Southeastern	N=26	0										
Northeastern	N=17	2	2.			2	2.					
Total	N=56	4	2.35	1	.1	2	2.	.25				

SED AREA OF STATE		Reported Shortage #	Reported Shortage FTE	Positions Filled #	Positions Filled FTE	Positions Not Filled #	Positions Not Filled FTE	Class Closed #	Stand.	Prov.	Temp.	Energ.
Northwestern	N=7	0	0			0						
Southwestern	N=6	1	1.	1	1.	0					1	
Southeastern	N=26	9	9.	8	8.	1	1.		6		1	1
Northeastern	N=17											
Total	N=56	10	10.	9	9.	1	1.		6		2	1

Summary of Findings

The results from this survey show that 14 speech pathologist positions were not filled and 3 positions were closed. This represents a 25% shortage of speech pathologists in the reporting districts. All responding districts did not report on the type of certification held by those filling the positions. Only 4.5 positions were filled by nonstandard certified personnel.

The results indicate there were a total of 29 positions not filled out of 160 reported vacancies representing an 18% shortage. Classes closed for various reasons numbered 4.75.

In the original survey, respondents were asked the reasons for the vacancies. The most frequently named reason was "other reasons," while "changing assignments" was another major reason. This information is presented in Table 4. Also, see Table 10 which reports special educators perceptions of reasons which may cause high attrition rates among special educators. Appendix C presents selected comments related to the teacher shortage.

Table 4

REASONS FOR TEACHER ATTRITION

		Number	%
Current teacher/s not certified correct category		62	20.8
Retirement		27	9.0
Special Ed. Teachers changing assignments		88.1	29.5
Other sp/ed category	10.4%	31	
Regular education	11.4%	34	
Leaving field		33	11.0
Other reasons		88.5	29.6
		298.6	

Districts were asked to identify the number of nonstandard certificated special education teachers employed in the district. It should be noted that Oklahoma City School District, the second largest in the state, did not contribute to the information provided in tables 4 and 5.

Table 5

ALTERNATIVE CERTIFICATION

	Number
Emergency	74.5
Provisional I	66.5
Provisional II	128.0
	269.0

Summary of Findings

Analysis of 298.6 vacancies was made by respondents. The largest group, 88.5, who were "leaving for other reasons" made up 29.6% of the vacancies. The reasons were quite varied and no consistent pattern could be discerned. Teachers "changing assignments" created 29.5% of the vacancies. Teachers transferring to regular education made up 11.4% of the vacancies while 10.4% were caused by teachers transferring to other special education positions. A surprising 20.8% of the vacancies were caused by teachers leaving who did not hold proper certification. When comparing the 62 vacancies with the 74.5 emergency certificates, one may surmise that many of those holding emergency certificates left the position at the end of the year. It is not within the realm of this study to substantiate that assumption, however. Teachers retiring and teachers leaving

the field created 9% and 11% respectively of the vacancies.

Respondents were asked to indicate how many persons they knew locally who would be good candidates to recruit to teach special education. A total of 376 persons were identified with a large majority being school employees. Only 82 were not currently employed as regular education teachers or teacher assistants. This group was represented by a variety of work experiences such as bus driver, school maintenance man, nurse, housewife, substitute teacher, secretary, and college student.

Table 6

NUMBER OF PROMISING CANDIDATES
FOR SPECIAL EDUCATION TEACHING POSITIONS

	NORTHWEST				SOUTHWEST				NORTHEAST				SOUTHEAST				TOTAL
	5A 4A	3A 2A	1A	T	5A 4A	3A 2A	1A	T	5A 4A	3A 2A	1A	T	5A 4A	3A 2A	1A	T	
Currently teacher aides		2	5	7	2	1	3	6	19	21	13	53	9	12	11	32	98
Regular educ. teachers		3	28	31	4	6	14	24	12	29	28	69	4	16	52	72	196
Residents of community			10	10		3	4	7	2	12	4	18	4	2	41	47	82
Other																	
All Totaled		5	43	48	6	10	21	37	33	62	45	140	17	30	104	151	376

Input from local districts was desired to determine what incentives would be most effective in recruiting these local candidates for special education teaching positions. Table 7 presents the results of this item.

Table 7

EFFECTIVE INCENTIVES FOR RECRUITING TEACHERS

	NORTHWEST				SOUTHWEST				NORTHEAST				SOUTHEAST				TOTAL
	5A 4A	3A 2A	1A	T	5A 4A	3A 2A	1A	T	5A 4A	3A 2A	1A	T	5A 4A	3A 2A	1A	T	
Scholarships	1	2	21	24	4	9	28	41	13	24	27	64	7	25	19	51	180
Local CSPD funds/tuition		4	10	14	1	1	11	13	5	8	15	28	5	11	9	25	80
Field based training	1	1	13	15	2	5	10	17	9	18	15	42	8	18	11	37	111
													Grand	Total			371

The question was also posed on the follow-up study and the special education teacher's survey. The findings are summarized in Tables 8 and 9.

Table 8

EFFECTIVE INCENTIVES FOR RECRUITING TEACHERS

	NW #	N=11 %	SW #	N=30 %	SE #	N=45 %	NE #	N=27 %	Total #	N=121 %
SPECIAL EDUCATION TEACHERS 1. Scholarships	9	82	11	37	19	42	16	59	55	49
2. Stipends to cover tuition	8	73	13	43	17	38	15	56	53	47
3. Local CSPD funds for tuition and costs	4	36	8	27	3	7	12	44	27	24
4. Field-based training (teacher aides or para-professionals may receive credit for practicum hours while working in a special education class)	5	45	16	53	14	31	13	48	48	42

Table 9

	NW	N=7	SW	N=5	SE	N=16	NE	N=17	Total	N=45
FOLLOW-UP QUESTIONNAIRE LEA CONTACT PERSON										
1. Scholarships	1	14	3	60	10	63	11	65	25	56
2. Stipends to cover tuition	3	43	4	80	8	50	12	71	27	60
3. Local CSPD funds for tuition and costs	3	43	1	20	4	25	7	41	15	33
4. Field-based training (Teacher aides or para-professionals may receive credit for practicum hours while working in a special education class)	3	43	1	20	6	38	10	59	20	44

Summary of Findings

This segment of the study confirmed the belief that there are a large number of potential special education teachers in local areas which need to be encouraged to pursue special education certification. Scholarships are the preferred incentive. Field-based training was recommended by 111 persons in the first survey. It was recommended by 49%, 44%, and 42% on the three surveys. This type of training would allow local educators to provide some of the training for college credit under the supervision of university personnel. A field-based program could be very effective in developing teachers in remote areas of the state. Financial aid through scholarships and the use of the local CSPD funds are extremely important to successful recruitment.

SPECIAL EDUCATION TEACHER SURVEY

REASONS FOR TEACHERS LEAVING THE FIELD

	IM #	N=11 %	SM #	N=30 %	SE #	N=45 %	ME #	N=27 %	Total #	N=113 %
SUPPORT										
Inadequate administrative support	6	55	10	33	17	38	11	40	44	39
Lack of parental support	3	27	11	37	11	24	8	30	33	29
Lack of teacher assistants	0	0	0	27	14	31	2	7	24	21
Supportive services	3	27	5	17	5	11	5	19	18	16
ISOLATION										
Lack of acceptance-staff	7	64	6	20	6	13	5	19	24	21
Lack of contact-special educator	7	64	5	17	4	9	1	4	17	15
NATURE OF JOB										
FINANCIAL ISSUES										
State salary base	1	9	10	33	13	29	10	37	34	30
Salary compared to generalists	0	0	1	3	2	4	1	4	4	4
Inadequate program funding	3	28	9	30	7	16	8	30	27	24
COMPLIANCE										
Amount of paperwork	6	55	22	73	27	60	16	59	71	63
Inappropriate class size	2	19	4	13	12	27	5	19	23	20
Legal issues	3	27	3	10	5	11	2	7	13	12
SDE monitoring	1	9	4	13	3	7	1	4	9	8
ORGANIZATION										
School calendar	0	0	0	0	0	0	0	0	0	0
Inadequate planning time	5	45	6	20	8	18	12	44	31	27
Meetings	1	9	1	3	3	7	4	15	9	8
Work hours	1	9	1	3	3	7	1	4	6	5
Too many outside duties	1	9	5	17	2	4	4	15	12	11
OPPORTUNITIES										
Lack of opportunities	1	9	6	20	6	13	4	15	17	15
Too opportunities for professional growth	0	0	1	3	1	2	2	7	4	4
OTHERS										
Lack of recognition	3	27	5	17	3	7	5	19	16	14
Not challenging profession	0	0	0	0	0	0	0	0	0	0
Lack of personal satisfaction	0	0	5	17	1	2	0	0	6	5
Inadequate preparation/teaching	2	18	5	17	3	7	2	7	12	11
Curriculum development	0	0	1	13	3	7	0	0	7	6
Special education is stressful	6	55	18	60	19	42	14	52	57	50

Table 10

CHAPTER III

In order to develop a plan of recruitment and develop retention incentives, it was felt special educators could provide the most reliable information. The Special Education Section of the State Department of Education in conjunction with the Oklahoma Federation of the Council of Exceptional Children held their annual Fall Conference in October 1991. A random survey of the 400 persons in attendance was conducted with 123 teachers responding, yielding a return rate of 31%.

Respondents were asked to identify the reasons for teachers leaving the field (Appendix D). After all items were tallied, they were organized into sub-categories for reporting purposes.

SPECIAL EDUCATION TEACHER SURVEY

WHAT MAKES SPECIAL EDUCATION AN ATTRACTIVE PROFESSION?

Table 11

	NM #	N=11 %	SW #	N=30 %	SE #	N=45 %	NE #	N=27 %	Total #	N=123 %
STUDENTS										
Rewards of working with handicapped students	9	82	17	57	28	62	20	74	74	60
Observation of student's progress	7	64	14	47	20	44	16	59	57	46
SUPPORT										
Administrative support	1	9	10	33	6	13	6	22	23	19
Support from program staff	3	27	9	30	8	18	6	22	26	21
Support from other teachers	1	9	12	40	5	11	7	26	25	20
Support from parents	2	18	9	30	4	9	2	7	17	14
PROFESSIONAL CHALLENGE										
Challenge of teaching	8	73	17	57	28	62	18	67	71	58
Providing an important service	6	55	19	63	25	56	16	59	66	54
Special education is exciting	3	27	12	40	17	38	12	44	44	36
SPECIAL SKILLS										
Problem solving	4	36	9	30	18	40	10	37	41	33
Curriculum development	4	36	7	23	4	9	3	11	18	15
Diagnosis	2	18	5	17	6	13	6	22	19	15
RECOGNITION										
Respect for special educators	0	0	8	27	4	9	4	15	16	13
Recognition for performance	0	0	9	30	3	7	3	11	15	12
OPPORTUNITIES										
Opportunities for advancement	1	9	3	10	0	0	1	4	5	4
Opportunities for professional growth	3	27	6	20	10	22	7	26	26	21
NATURE OF JOB										
Salary	2	18	9	30	5	11	2	7	18	15
Vacation schedule	5	45	2	7	9	20	10	38	26	21
Convenient work hours	3	27	2	7	11	24	8	30	24	20
Autonomous role	1	9	2	7	9	20	5	19	17	14

Summary of Findings

The cause for teacher attrition given most often was "amount of paperwork." This is an area that may be difficult to address as documentation of compliance to state and federal laws is required. School districts could look at ways to assist teachers, however, by allowing for more planning time or by supplying a teacher assistant. A teacher assistant could also be helpful in addressing the second most named reason, "special education is stressful." Administrators should also consider ways to provide more support to special educators, a need indicated by 39% of the teachers.

Discovering teachers' opinions on what makes special education an attractive profession can be helpful in developing incentives to attract persons with potential into the field. The rewards and challenges of working with handicapped was seen as much more important than salary and other job-related issues.

CHAPTER IV

In the original survey, 376 persons residing in the local communities were identified as prospective candidates as special education teachers. A random survey of regular education majors was conducted in the state universities to determine further the extent of a talent pool in Oklahoma (Appendix E). Table 12 presents the results of this phase of the research.

Table 12

STUDENT QUESTIONNAIRE

Certification Categories	LD		S/L		SED		MR		MH	
Universities	#	%	#	%	#	%	#	%	#	%
NWOSU N=42	32	46	24	35	14	20	11	16	10	14
SWOSU N=121	35	29	24	20	17	14	10	8	7	6
USAO N=27	15	55	12	45	8	30	4	15	2	7
CANERON N=117	59	50	38	32	32	27	25	21	23	20
ECU N=110	47	43	33	30	22	20	21	19	8	7
OU N=94	33	35	28	30	13	14	7	7	11	12
SEOSU N=70	34	48	31	44	20	28	10	14	7	10
TOTAL N=581	255	44	190	33	126	22	88	15	68	12

Students were also questioned about environmental considerations that might relate to providing services to the handicapped in Oklahoma.

Table 13

STUDENT QUESTIONNAIRE

Environment Considerations	Institutions		Inner-City Schools		Isolated Rural School		Paroch/Private		2 or 3 Buildings		Substitute Teach	
Universities	#	%	#	%	#	%	#	%	#	%	#	%
NWOSU N=42	9	13	17	25	50	72	31	45	39	57	31	45
SWOSU N=121	10	8	30	25	78	64	53	44	62	51	68	56
USAO N=27	4	15	12	45	19	70	16	59	20	75	20	75
CAMERON N=117	26	22	60	51	71	61	46	39	64	55	68	58
OU N=94	9	10	25	27	47	50	66	70	43	46	67	71
SEOSU N=70	12	17	21	30	57	81	34	48	38	54	48	68
ECU N=110	22	20	42	38	69	63	51	46	69	63	64	58
TOTAL N=581	92	16	207	36	391	67	297	51	335	58	366	63

Summary of Findings

A rather surprising number of students, 255 out of 581 surveyed in seven universities, indicated an interest in teaching LD students. In addition, 33% (190) students indicated an interest in speech pathology, while 22% (126) indicated an interest in students with behavior disorders. The results of this survey verify the belief that there is a talent pool in Oklahoma that is large enough to meet the needs of special children. The real issue is attracting them into the field of special education.

CHAPTER V

Chapter V presents information received from state departments of education and university teacher preparation programs.

A list of university teacher preparation programs was compiled from the National Directory of Special Education Teacher Preparation Programs published by the Council for Exceptional Children. Over 600 programs were identified and contacted. The response rate was very limited, but many respondents requested results of the study.

Letters were sent to all state departments requesting information on strategies that were being used to recruit special education teachers. If they had identified teacher shortages by categories, they were ask to share any efforts the state is making to retain teachers. Additionally, they were ask to respond to certification issues. Fourteen state departments replied. Many other state departments acknowledged shortages and are in the process of analyzing the issues and requested the results of this study. Table 14 presents abbreviated responses from the state departments.

The University of West Virginia reported on the West Virginia's plan to train persons teaching on emergency or waivered certificates while they are in their entry year. The state department monitors the hours that are completed, assigns a cooperating teacher, and provides perodic training sessions through the universities. A major concern was the approximately 400 waivers issued for SED certificates.

The American Speech-Language-Hearing Association(ASHA) who approve all Certificates of Clinical Competence(CCC) for speech/language pathologists also monitor graduate level preparation programs. As of January, 1994 ASHA will only recommend pathologists

for the CCC who have completed work through an ASHA approved program. The requirements for ASHA approval have increased to such an extent that some universities are considering dropping the program. The end result will be that even fewer pathologists will be trained in the future.

The results of the surveys of state departments of education and teacher preparation programs indicate there is a major concern throughout the nation regarding this issue (See Tables 14 and 15). State departments are considering a variety of strategies which include challenging ASHA's right to combine membership and certification as a professional organization, as well as the right to set certification standards for a public education agency. Many states are looking at levels of certificates whereby a graduate with a bachelors degree would qualify for an entry level certificate but be required to complete a minimum number of hours each year. The university programs are then coordinated so summer and evening work could be completed toward the advanced degree. The entry level pathologists are restricted as to number and type of clients they can serve. It is not the intent to lower the standards, but rather to make it possible for people to finance their education while providing service to handicapped children. It is believed more people would be recruited into the field if they would become employable in four years rather than six. The end result would be a pathologist with a masters degree with a much wider experience base.

Table 14

UNIVERSITY SURVEY

	Waivers or Emergency Cert.	Additional Requirements	Recruitment	Retention
ALASKA University of Alaska		Minimum number credits & require the holder to complete full program in 3 yrs.	Video tape, tap into retired teachers	Pay incentives, add-on hours for paperwork
California Pacific Oaks College				
Florida Miami University Oxford	Developed early childhood cert.		Video tape, recruitment program through LEA	
Georgia West Georgia College	Endorsement program Pilot Project completed in 1989-90 school year	15 quarter hours of instruction, 1 year internship, summer program		Training mentors to support first year special ed. teachers at local elementary school bldg. by college & RESC staff (3 wks. in summer)
Illinois Chicago State University				Scholarships to encourage additional training in speech path. & ed.
Iowa University of Northern Iowa			Minority students, yet no special program initiated, conducting study	
Louisiana Louisiana State University				
Michigan Central Michigan University	Teaching cert. required Sp/path. acknowledge ASHA certification			

Table 14

	Waivers or Emergency Cert.	Additional Requirements	Recruitment	Retention
New Mexico				
Eastern New Mexico University			State wide grant to gain scholarships for students entering special ed.	
Oregon				
Oregon State University	Training in "adapted physical education"			
Southern Oregon State College				Devote time to orientation for students on possible stress factors in teaching, teach accommodation techniques
Rhode Island				
Salva Regina College	Preschool/Early Intervention		Conducting study no shortage	
South Carolina				
Furman University			Conducting study	
South Dakota				
Northern State College			No shortage	
Tennessee				
Austin Peay State University	Secured grant for recert., Cert. in excess areas are eligible, spec. ed. waiver	Endorsement proof of progress 3 years		
Washington				
Gonzaga University		Endorsement 20 hrs. over gen. education degree, drop in majors from 45 to 3 in one university	Scholarships, call for quality	

Table 14

	Waivers or Emergency Cert.	Additional Requirements	Recruitment	Retention
West Virginia				
West Virgina University	SDE changing to non-categorical cert. (not confirmed), reduce requirements for cert., waivers issued (400 SED 89-90)	SDE monitors required additional hours, assign cooperating teacher to supervise, periodic training sessions		
	SPEECH/LANGUAGE PROGRAMS			
University of Alaska	Temporary cert. through University of Arizona		Video	Conducting study
NW Nazarene College, Idaho				
Chicago State University	No plan		Video	Decline in minorities
Iowa State Dept. of Ed.	Will leave vacancy before lowering requirements		Actively recruit from other states, brochures	Conducting study
Central Michigan University (200 vacancies)			Task force	
Roger Executive Center, S. C.			Conducting study	
S. Dakota State University			Scholarships	
East Tennessee State University	Speech/path. can practice in public schools without cert. (ASHA Cert.)			
Virginia Dept. of Ed.			4 grants	grants

Table 15

State Dept. of Education		Alaska	California	Illinois	Indiana	Iowa	Kansas	Michigan	N. Carolina	New York	Tennessee	Texas	Utah	W. Virginia	Wisconsin
Establishment of Needs Assessment Committee			x			x			x	x					
Shortage of Sp./Lang. Teachers		x	x	x	x	x	x		x	x		x			x
Provisional or Emergency Certification	CERTIFICATION	x									x			x	x
Modifying Certification	CERTIFICATION		x						x						
Bachelor's Cert.									x		x				
Collects Data on Vacancies to Help Recruit	RECRUITMENT			x	x								x	x	
Scholarships	RECRUITMENT			x	x					x					
Recruiting Video		x						x							x
Posters/ Brochures		x				x									x
Recruiting "older" Teachers		x													
Using Para-Professionals	RETENTION						x								
Inservice Programs	RETENTION		x							x				x	
Funding for Increased Teaching Incentives															x

Chapter VI

The results of the original survey show that there is a shortage of special educators in the state of Oklahoma. The follow-up surveys have provided valuable information which suggest remedies which may be used to address the situation. Careful analysis of this information by the advisory committiee and the researchers has resulted in the following recommendations.

RETENTION

State Level

1. Although the teacher survey indicated that the rewards and challenges of working with handicapped children makes special education an attractive career, the 5% above base pay must be maintained for special education.
2. A large portion of teacher attrition (20.8%, See Table 4) is caused by special educators leaving positions because they hold inappropriate certification. It is important to provide a statewide and/or area support network for first year and emergency certificated personnel. CSPD funds could be used for this purpose. Superintendents could be required to send all emergency certificated teachers for training with college credit being given which would apply towards certification.
3. The Special Education Section and university teacher training programs should work closely in providing for satellite programs in remote regions of the state to train teachers to fill the vacancies. Field based training should be explored (Tables 6,7,8).

4. Develop incentives for longevity in a postion or field. Some states pay a large sum, ie. $5,000 for teaching in a remote area for 3-5 years.

Local Level

Local boards of education frequently pay the highest salaries possible based on their revenue so salaries cannot be used as an incentive to retain teachers. However, there are many other factors that can make special education an attractive profession.

1. Administrators should provide more adequate support to special educators, provide more recognition and treat them as part of the regular staff (Tables 10 & 11).
2. They should encourage special educators to participate in all of the building duties, activities and functions along with the regular education staff (Table 10).
3. Flex time assignments should be considered, ie. half day assignments or part-time positions, ie. speech pathologist 2 days per week during the years her own children are preschoolers.
4. Have a policy which promotes lateral mobility, ie. after 3 years in special education, a teacher has to be considered for another teaching position if desired and properly certified.
5. Paperwork was given by special educators as the number one reason for teacher attrition (Table 10). Local district administrators should streamline their own requirements, but they have little control over state and federal requirements.

Therefore, it is recommended that consideration be given to the additional work by providing adequate planning time or teacher assistants. Staff who carry heavy caseloads, ie. speech pathologists should be given special consideration during the time IEP meetings are held.

6. Stress related to working as a special educator was named as the second most important reason for teacher attrition (Table 10). Administrators should carefully assess each special educator's working conditions such as:
   1) Number of students
   2) Stress producing behavior of students
   3) Amount of planning time versus caseload/classload
   4) Break time compared to other staff
   5) Willingness of regular educators to work with the special educator in implementing IEPs in the least restrictive environment.
   6) Willingness of regular educators to integrate students into the regular education environment (REI).
   7) The extent to which the special educator is accepted as a staff member in the building in which he/she is teaching.

After assessing the stressors for each educator, the administrator should develop with the teacher, a stress reducing plan. It might require some type of intervention by the administrator, additional training for the teacher on stress management, life management or classroom management, or it may require realignment of personnel.

RECRUITMENT

Retention activities are primarily the responsibility of the LEAs while the responsibility for recruiting new persons into the field of special education lies with the Institutions of Higher Education (IHEs) with support from the SDE. The one week training in Oklahoma for persons seeking emergency certification brought the teacher shortage to the attention of the press and the public. Universities had many people inquiring about special education training as a result of the publicity. The survey conducted at the university level verified that there is a large segment of our students in teacher training programs who have an interest in teaching in at least one special education category (Table 12). Respondents from the LEAs were also able to identify a pool of local talent who could become excellent special educators (Table 6).

It is imperative that the IHEs and the SDE work closely in recruiting and planning appropriate programming in areas of the state where shortages are identified. Consideration must be given to timing of program offerings as well as stipends and scholarships. Following are recommendations for the IHEs and SDE.

Institutions of Higher Education

1. Provide inservice to student advisors regarding certification programs offered on campus and the job opportunities available in special education.
2. Develop video recruitment tapes explaining the various facets of special education. Use these to recruit at high school career days, civic, and social organizations.

3. Involve members of local professional organization, ie. CEC, OARC in recruitment at high school career days.
4. Encourage students to become dually certified. The special endorsements allow this with a few additional hours.

State Department of Education

1. Support the re-establishment of Future Educators of America (FEA) in high schools.
2. The committee endorses the establishment of a teacher registry at the SDE to facilitate matching available teachers to job openings via the telephone.
3. Work with LEAs in a recruitment program targeting local residents who show promise as future special education teachers. Such incentives as tuition reinbursement, or stipends funded through CSPD, local foundations, or by local businesses and organizations should be explored.
4. SDE should continue to seek federal funds for grants and scholarships.

CERTIFICATION

The advisory committee studied certification issues regarding multihandicapped and speech pathology. The committee made the following recommendations regarding certification for these two categories:

New Certification

1. Certification in multihandicapped be approved by the Professional Standards Board providing that a teacher can hold a provisional certificate at entry level if certified in two areas.

Alternative Certification

2. Multihandicapped should be approved as a special endorsement along with LD, MR, SED, VH and OH.

Emergency Certification

3.A) SDE should develop a plan of on-going intensive training that would be required for any person awarded an emergency certificate. This training should include classroom management techniques and teaching strategies as well as legal and technical information related to the handicapping condition for which the person is holding an emergency certificate.

B) LEAs should provide a consulting teacher who is certified in the same area as the entry year teacher who holds an emergency certificate.

C) It is not recommended that speech pathology is considered for an emergency certificate.

Speech/Language Certification

4. This research has shown that there is a shortage of speech pathologists to serve handicapped children in public schools in Oklahoma. Results from the following study indicate that 25% of the reported openings in speech pathology were not filled in the fall of 1990 (Table 3). The shortage of speech pathologists available to public schools in Oklahoma may become more acute unless certification issues can be resolved. Committee's position on programs in Speech-Language Pathology are the following:

Undergraduate Programs

Assuming no accreditation problems with organizations such as NCATE this committee makes the following recommendations to the state department of education:

1. To encourage existing undergraduate programs to develop and maintain a preprofessional SLP (Speech-Language Pathologist) degree to meet entry requirements of existing Oklahoma graduate SLP programs.
2. To evaluate the need and feasibility of developing additional undergraduate preprofessional SLP programs at their regional state universities.

Graduate Programs

1. To encourage universities with existing graduate SLP programs to meet and maintain national standards.
2. To investigate the feasibility of action to stop ASHA from denying certification to graduates of non ASHA approved programs.

3. To encourage the EHA-B advisory council to investigate the certification issue with the Professional Standards Board.
4. To investigate the possibility of a tier certification system in Oklahoma.

Local Education Agencies

The project director recommends that administrators take into consideration the following special challenges faced by speech/language pathologists working in public schools.

1. Caseload
2. Number of IEP and meetings with parents that are required
3. Support in scheduling 50+ IEP meetings
4. Scheduling conflicts with others
5. Cooperativeness of staff re. students, schedules
6. Work space: adequate? quiet? used by others?
7. Salary compared to Clinical Speech Pathologists
8. Specialized training and length of the graduate program

SPECIAL EDUCATION TEACHER CONCERNS

Shortage

Estimate the number of special education teachers that will be needed for the following school year for your district-

90-91 _____

91-92 _____

1. Please indicate the number of teachers you will need in FTEs....ie. half-time LD teacher as .5

   Blind/Visually Impaired _____

   Deaf/Hard of Hearing _____

   Mentally Retarded

   EMH _____

   TMR _____

   S/P _____

   Orthopedically Impaired _____

   Seriously Emotionally Disturbed _____

   Learning Disabilities _____

   Speech _____

   Multihandicapped _____

   (Cert. 2 areas)

   Deaf-Blind _____

2. Reason for vacancies: please indicate the number needed in each category-

   1. Current teacher/s not certified in correct category _____
   2. Retirement _____
   3. Special Education Teachers changing assignments _____
      a) Other special education category _____
      b) Regular education _____
      c) Leaving field _____
      d) Other reasons _____

3. Number of Special Education Teachers with each type of certificate-

   1. Emergency _____
   2. Provisional I _____
   3. Provisional II _____

Comments concerning shortage:

4. **Recruitment**

Please indicate how many people you know that are good candidates to recruit to teach special education _____

In what capacity are they now functioning? _____

1. Currently employed teacher aides _____
2. Regular education teachers _____
3. Residents of the community _____
4. Other _____

5. **Incentives**

What type of incentives do you feel would be effective in recruiting personnel for special education?

1. Scholarships _____
2. Local CSPD funds for tuition _____
3. Field based training (Teacher aides or paraprofessionals may receive credit for practicum hours while working in a special education class) _____
4. Other _____

6. **Speech Pathology**

Please estimate the caseload for your speech pathologists, average number of locations served by each and miles traveled each day.

Caseload_____ Locations_____ Miles traveled_____

Comments:

7. Do you participate in a cooperative for speech/language therapy services?

Yes_____ No_____

8. Are you interested in forming a cooperative for provision of these services?

Yes_____ No_____

9. **Early Childhood**

Estimate the number of preschool (3-5) handicapped children in your district who are in need of services _____

Information based on:

1. Child find activities _____
2. Kindergarten screening _____
3. Referrals from medical professionals _____
4. Referrals from Social Services _____
5. Other _____

10. Currently special education teachers certified in two categories may teach in early childhood handicapped classes. Do you have appropriately certified personnel to provide these services?

    Yes_____ No_____ If not, please explain the reasons-

    1. Dually certified teacher not available_____
    2. Dually certified teachers do not have early childhood experience_____
    3. Other: Please explain_____

11. **Coordination of Services**

    Does your district employ a person who functions as coordinator of special services?

    Yes_____ No_____

12. What position does this person hold?

    Director_____

    Special Education Teacher_____

    Counselor_____

    Principal_____

    Superintendent_____

    Other _____

13. If the position is considered an administration position, is it on the same line with principals?

    Yes_____ No_____

    If No, please explain:

14. Does your district provide services for multihandicapped students? Yes_____ No_____

15. If yes, what special education certificates do your teacher/s hold?_____

16. When schools have low incidence students enroll, the district may not have teachers on staff who are certified in the specific category. In that situation the LEA must contract for properly certified personnel to provide services and act as consultants to develop the IEP.

    Are you contracting for part time services?

If so, please check those that you are presently using.	Number of students who need service
Consultant for IEP development_____	_____
Consultant for regular teachers_____	_____
Occupational Therapist_____	_____
Physical Therapist_____	_____
Psychologist for counseling_____	_____
Psychometrist for evaluations_____	_____
Other_____	_____

17. Estimate the average length of time between referrals for evaluation and the actual testing _____

18. Do you anticipate needing multicultural special educators in the near future?

    Yes_____ No_____

    If yes, name the culture and category.

19. Culture | Number of Teachers | Special Education Category

APPENDIX B

NORTHWESTERN OKLAHOMA STATE UNIVERSITY Alva, Oklahoma 73717

DIVISION OF EDUCATION AND PSYCHOLOGY

Date: November 8, 1990 From: Dr. JoAnne Davis

Dear Colleague,

I want to take this opportunity to thank you for responding to the questionnaire regarding the shortage of Special Education teachers in Oklahoma. I am contacting some respondents who indicated they anticipated openings for the fall semester, to ascertain if they were able to fill those vacancies. Therefore, I would like to ask for your cooperation one more time to help us with this follow-up study.

You indicated you were anticipating the following vacancies. Please designate how the position was filled and what level of certification the person/s hold.

1. Filled Position

	Yes (If no, go to #3)	No	Standard in:	Provisional in:	Temp. in:	Emerg. in:
Speech	____	____	____	____	____	____
LD	____	____	____	____	____	____
MR-EMH	____	____	____	____	____	____
TMR	____	____	____	____	____	____
S/P	____	____	____	____	____	____
Multi/H	____	____	____	____	____	____
SED	____	____	____	____	____	____
Deaf/HH	____	____	____	____	____	____
Blind/VI	____	____	____	____	____	____
Orth. Im.	____	____	____	____	____	____
Deaf/Bl.	____	____	____	____	____	____

2. How were you able to fill the position?

a. Person applied in the district_____
b. Recruited from_____
c. Contacted a special educ. department in a University_____
d. University Placement Service-Name Univ._____
e. Reassigned a district teacher_____
f. Other_____

(Go to #5)

3. Services are being provided by:

a. Contracting with private agency or consultant-
Amount of time_____
b. Contracting with another school-
Amount of time_____
c. Transferred students to another district_____
d. Mainstreamed students full time_____
e. IEP with paraprofessional or aide_____
f. Other (explain)_____

4.

POSITIONS NOT FILLED (Please List)	Reasons you feel position could not be filled: Cert. Person Unavailable	Geographic Location	Salary Schedule	Training in Area Unavailable	Other (explain)

Comments:_____

5. Many State Departments of Education are looking for ways to help LEAs retain and/or recruit special education teachers. Please share your thoughts with us regarding this matter.

INCENTIVES

What type of incentives do you feel would be effective in recruiting personnel for Special Education?

1. Scholarships
2. Stipends to cover tuition
3. Local CSPD funds for tuition and costs
4. Field-based training (Teacher aides or paraprofessionals may receive credit for practicum hours while working in a special education class)
5. Other_____

RETENTION

What strategies do you feel would be effective in encouraging special educators to stay in the field?

1. Mobility in changing teaching assignments - ie. special education to regular education and return (allowing for a break)
2. Offer flex time assignments-ie. part-time for teachers with babies
3. Increase availability of teacher assistants
4. Increase building administrator support
5. A statewide teacher support network for each category
6. Increase salary
7. Other _____

APPENDIX C

Selected Comments on Shortage of Special Education Teachers:

NW 1A
-Colleges will not offer adequate summer programs for training speech teachers.
-Currently using deaf educ. consultant with the LD teacher working with the deaf child.
-Speech is especially critical.
-The teacher currently serving took short course past fall to receive emerg. cert. There are not colleges or univ. close enough to Panhandle that offer type of cert. required by State Dept. of Ed.

SW 5A/4A
-Areas of greatest need are speech therapy, severe emotion. disturbed, psy., and vision.

SW 1A-
-Because of mileage of sp/ed teacher, most likely look for closer job.
-Can't recruit to rural areas.
-Paperwork is a red-tape nightmare!
-More sp/ed teachers needed. Now have one driving 30m. and one driving 40m. Replacement difficult.

NE 5A/4A
-One week crash coursesare not good-but they are better than nothing.
-The amount of paperwork and detail are driving special educators from the field.

NE 3A/2A
-This year's shortage is SED. Seems to be increased turnover rate among sp/ed teachers.
-More students being identified.
-We combined JH and HS classes in EMH because we could not employ teacher.

NE 1A-
-Too many sp.ed students per cert. teacher.
-Small schools need specific sp/ed cert. --need teachers with dual certification.
-Funds may not be there for adding this position.
-Rural area has difficulty attracting teachers from urban areas, and rural colleges don't offer specialty areas (speech ed.)
-In our area of state we need LD/EMH cert. teachers.

SE 5A/4A
-Burnout and paperwork.
-SED is major area of concern for us.
-We find shortage of teachers in the areas of sp/th, occ/th, phys/th, SED, and multi-hand.
-It has not been too bad in the metro ones. SED is the worst.

SE 3A/2A
-Some colleges don't offer the courses needed in two semesters.
-Lack of available money.
-Sp/Path is critical area for our school.
-The added paperwork is a detriment.
-We have advertised for 2 years and cannot find a cert. ED teacher.

SE 1A-
-Low pay, large classes, lack of funding.
-No applicants during spring/summer. If our present teacher left, we would have no applicants. Other schools nearby report same situation.
-We have a great need for colleges and univ. to offer programs at various locations in this part of the state.

APPENDIX D

SURVEY OF PERSONS PROVIDING DIRECT AND SUPPORTIVE SERVICES
FOR SPECIAL NEEDS STUDENTS

This Survey is being conducted by OFCEC in conjunction with a CSPD Research Project investigating the Special Education teacher shortage in Oklahoma. Demographic information is being compiled which may be helpful in developing recruitment activities and teacher retention strategies through CSPD projects. Please take a few minutes of your time to complete this form and add any comments you wish to make regarding these issues at the end of the questionnaire.

Name_____ City_____

School_____ School District_____

Residence (town)_____ Work Phone #_____

Please indicate your Teaching Certificate(s) Standard Provisional Emergency

Learning Disabilities_____
Mental Retardation_____
Emotionally Disturbed_____
Orthopedically Impaired_____
Visually Impaired_____
Hearing Impaired_____
Speech Pathology_____
Early Childhood_____

***Paraprofessional_____Teacher Assistant_____Other (specify)_____

Total Years in Special Educ._____ Area(s)_____

Years in Regular Educ. Elementary_____ Secondary_____Subject Area(s)_____

STUDENT INFORMATION

1. Maximum number of students enrolled in your program at one time during 1989-90 school year: _____ Age Range_____ School District Size_____

2. Please give a brief description of your student population: Categories Served:

_____

_____

PROGRAM INFORMATION

3. What is the name of your program (e.g. LD, Multiple Handicaps, Severe/Profound)?

_____

4. Within your school building, your classroom is considered a:

_____resource room _____self-contained classroom
_____other (please specify)_____

5. Maximum number of students in your classroom at one time:_____

6. Number of years this program has been in operation:
1-2_____ 3-5_____ 6-8_____ 9-11_____ 12-14_____ 15-17_____ 18+_____

7. Check 3 areas in which the majority of your instructional time is spent. Mark x's by 4 other areas in which you spend considerable time.

_____Community-based Instruction
_____Leisure-recreation Skills
_____Sensory-motor Integration
_____Mobility/Motor Skills
_____Communication Skills
_____Pre-academic Skills
_____Functional Life Skills Curric.
_____Academic Skills
_____Prevocational/Vocational Skills
_____Transition to Next School, Home and/or Work Environment
_____Behavior Management
_____Self-care Training
_____Social Skills Training
_____Independent Living
_____Other (please specify)_____

8. Mark an X by 8 topical areas (e.g. "Medical Concerns," "Curriculum") you would find valuable for further training. Check 10 of your priority subtopics (e.g. "Etiology," "Shaping").

_____MEDICAL CONCERNS
- Etiologies; Handicapping Condition
- Special Medical Treatment/Maintenance
- Medication Therapy
- Seizure Disorders
- Allergies
- Alternate Feeding Strategies (G-tube)
- Emergency Procedures

_____ASSESSMENT AND PLANNING PROCEDURES
- Diagnosis/Assessment/Evaluation
- Intervention-Team Approach
- Ecological Inventory Skills Assessment
- I.E.P. Development
- Task Analysis

_____CURRICULUM
- Developmental
- Functional Life Skills
- Study Strategies
- Program Development
- Career Education
- Community-Based Instruction
- Other

_____SENSORY
- Signing
- Sensory Stimulation
- Sensorimotor Integration
- Visual/Auditory Skill Development
- Scotopic Syndrome

_____INSTRUCTIONAL METHODS
- Diagnostic/Prescriptive Instruction
- Systematic Approach
- Curriculum Based Instruction
- Technology and Media

_____TEACHING STRATEGIES
- Shaping
- Coaching
- Modeling
- Correction Procedures
- Modifications

_____CURRENT RESEARCH IN FIELD
- Professional Organizations
- Note Topics:_____

_____COMMUNICATION
- Pre-Linguistic Skills
- Speech/Language Development
- Nonverbal Systems
- Augmentative

_____BEHAVIOR MANAGEMENT
- Proactive Behavior Management
- Applied Behavior Analysis
- Data Collection

_____SOCIAL SKILLS
- Protective Behaviors
- Self-Advocacy
- Social Competency

_____ADAPTIVE DAILY LIVING SKILLS
- Domestic
- Self-care
- Direct-care
- Leisure-recreation

_____PT/OT TECHNIQUES
- Motor Skill Development
- Abnormal Reflex Patterns
- Positioning
- Transferring
- Adaptive Equipment
- Mobility Skills
- Oral Motor Development
- Feeding Facilitation
- Prehension Skill Development

_____CONSULTATION TECHNIQUES
- Counseling
- Parent-Family Involvement
- Students/Parents Rights
- Community Resources
- Within the Interdisciplinary Team

_____ALTERNATIVE FUNDING
- Grant Writing
- CSPD Funding
- Private Foundations

_____CURRENT LEGISLATIVE ISSUES
- H.B. 1017
- P.O. 99-457

_____OTHER (please specify)_____

RELATED AND SUPPORTIVE SERVICES INFORMATION

9. Indicate tools you or other team members utilize to determine supportive and related service needs of your students. Please check all that apply.

_____Parent Inventory	_____Adaptive Behavior Scale
_____Ecological Inventory	_____Criterion Referenced Tests
_____Developmental Checklist	_____Norm Referenced Tests
_____Behavior Rating Scale	_____Classroom Observations

_____Other (specify)_____

10. Check the Services your students receive:

_____Occupational Therapy	_____Teacher Assistant
_____Physical Therapy	_____Paraprofessional
_____Speech/Language (Direct Service)	_____Special Education Supervisor
_____Adaptive Physical Educ.	_____Art Education
_____Social Work	_____Art Therapy
_____School Psychologist	_____Mobility Trainer
_____Music Therapy	_____Vocational Teacher
_____Music Education	_____Vision Specialist
_____Nurse	_____Parent Assistance
_____Audiologist	_____Regular Educator
_____Interpreter	_____Librarian

_____Other (specify)_____

11. Check Services your students receive, but in which you would recommend changes (e.g. increased time; direct therapy vs. consultation). Write suggested change beside the service.

_____Occupational Therapy	_____Teacher Assistant
_____Physical Therapy	_____Paraprofessional
_____Speech/Language (Direct Service)	_____Special Education Supervisor
_____Adaptive Physical Educ.	_____Art Education
_____Social Work	_____Art Therapy
_____School Psychologist	_____Mobility Trainer
_____Music Therapy	_____Vocational Teacher
_____Music Education	_____Vision Specialist
_____Nurse	_____Parent Assistance
_____Audiologist	_____Regular Educator
_____Interpreter	_____Librarian

_____Other (specify)_____

12. Check services your students do not receive, but need.

_____Occupational Therapy	_____Teacher Assistant
_____Physical Therapy	_____Paraprofessional
_____Speech/Language (Direct Service)	_____Special Education Supervisor
_____Adaptive Physical Educ.	_____Art Education
_____Social Work	_____Art Therapy
_____School Psychologist	_____Mobility Trainer
_____Music Therapy	_____Vocational Teacher
_____Music Education	_____Vision Specialist
_____Nurse	_____Parent Assistance
_____Audiologist	_____Regular Educator
_____Interpreter	_____Librarian

_____Other (specify)_____

PROFESSIONAL ISSUES

Studies have found that attrition rates of special educators are higher than attrition rates of regular education teachers. The next two items concern professional issues which impact on attrition. Note that some factors can be negative or positive based on personal perspective.

13. What do you feel are possible reasons that make teaching students with severe handicaps an attractive profession? Please identify the 10 most important.

_____administrative support
_____opportunities for advancement
_____challenges of teaching
_____support from parents
_____convenient work hours
_____respect for special educators
_____rewards of working with handicapped students
_____recognition for performance
_____support from program staff
_____vacation schedule
_____curriculum development
_____support from other teachers
_____observation of students' progress
_____providing an important service
_____salary
_____opportunities for professional growth
_____special education is exciting
_____autonomous role
_____diagnosis
_____problem solving
_____other (specify)_____

14. What do you feel are possible reasons for teachers of students with severe handicaps for leaving the field? Please identify the 5 most important with a check. Then identify the 5 next most important reasons with an X.

_____inadequate administrative support
_____lack of opportunities to advance
_____lack of parental support
_____amount of paperwork
_____lack of acceptance from staff
_____inappropriate class size
_____lack of teacher assistants
_____school calendar
_____curriculum development
_____special education is stressful
_____legal issues
_____lack of contact with other special educators
_____SDE monitoring
_____other (specify)_____
_____state salary base
_____salary compared to general educators
_____few opportunities for prof. growth
_____inadequate preparation for teaching
_____lack of personal satisfaction
_____inadequate program funding
_____not a challenging profession
_____lack of recognition
_____inadequate planning time
_____meetings
_____work hours
_____lack of supportive services for students
_____too many outside duties

15. What type of incentives do you feel would be effective in recruiting personnel for Special Education?

1. Scholarships
2. Stipends to cover tuition
3. Local CSPD funds for tuition and costs
4. Field-based training (Teacher aides or paraprofessionals may receive credit for practicum hours while working in a special education class.)
5. Other_____

COMMENTS

Please make any comments you feel would be helpful in assessing the reasons for the special education teacher shortage and/or suggested strategies aimed at relieving the situation.

Thank you for your time. Dr. JoAnne Davis

APPENDIX E

EDUCATION EMPLOYMENT SURVEY

Sex: Male_____ Female_____ Year in School: Fr_____So_____Jr_____Sr_____

This survey is being conducted by Oklahoma university teacher training programs to gather information for planning purposes. Currently there is an oversupply of teachers in some certification areas, while in others there is a critical shortage of teachers. Please respond to the following items as thoroughly as possible. Thank you.

---

1. Expected Major_____

2. Reason you selected Education as a career_____

   _____

3. How many years do you now expect to be in education?

   1-2 _____ 3-5 _____ 6-10 _____ 11-30 _____

4. What are your other vocational plans if you can't find a teaching position in your certification area?_____

   _____

5. What other area of education would you be willing to consider for employment if this was necessary for you to obtain a teaching position?_____

   _____

6. How geographically constricted will you be when applying for your first position? (Please check)

   0-50 miles _____ 50-100 miles _____ 100-500 miles _____ no limit_____

7. Would you be willing to pursue certification and a teaching position in a different environment in order to be able to secure an educational position? Yes_____ No_____ If yes, indicate which teaching area you would consider. (Mark as many as appropriate)

   a. Urban inner city school_____
   b. Isolated rural area_____
   c. Parochial or private school_____
   d. Children with behavioral disturbances_____
   e. Children with learning disabilities_____
   f. Children with mental retardation_____
   g. Children in institutions_____
   h. Children with speech/language deficits_____
   i. Teach in 2 or 3 buildings_____
   j. Substitute teach_____
   k. Children with severe problems, ie. multihandicapped_____
   l. Other_____

8. Would family unity (marriage, parents, responsibilities) restrict your job search to certain geographical areas? No_____ Yes_____

   If yes, where?_____

APPENDIX F

Review of Literature

Neva G. Mitchell

Teacher Shortage

In a study concerning the education of exceptional children in rural areas Cole (1981) listed four problem areas: special education staff recruitment and development, providing services to exceptional students, legislation and funding for special education, and parent and community involvement. The nationwide shortage of special education teachers and specialists is especially hard-felt in rural America.

In a report published by the National Center for Education Statistics Plisko (1985) noted that the shortage of Special education teachers was led only by the need for bilingual educators. The conclusions of the committee was for pronounced teacher shortages in the next decade. There was also growing concern about the qualifications of teachers due to the dwindling supply.

A Texas study (Cykala, 1987) showed that special educators and administrators think the problem is restricted funding and they view it as a long-term problem. One suggestion is greater reliance on the

local community for future finances.

In a survey for the Association for School, College and University Staffing Akin (1986) determined that for this section of the United States the areas of special education range from fields with some shortage to fields with considerable teacher shortages.

Recruitment

Data gathered by the National Center for Education Statistics (1988) showed an uninterrupted decline in the number of bachelor's, master's, and doctoral degrees in special education from the years 1980 to 1986.

In her study of recruiting minority special educators, Franklin (1990) found that only 4% of the prospective teachers are black and less than 2% are Hispanic. Few minority students are enrolling in special education courses. The paper suggests involving the minority students in high school through collaborative partnerships between schools and state-wide colleges of education.

Franklin concludes that educators at all levels must begin to develop and implement activities to increase the participation rate of minority special education teachers.

Other studies contend that the problem is

partially due to a lack of faculty members available to prepare those who are to teach the special education student (Smith, 1987; Ludlow, 1987.)

Ludlow (1987) reports that some recruitment efforts are aimed at locating individuals currently living in and committed to rural areas. These local personnel, once trained, are more likely to maintain employment, reducing teacher turnover and improving program stability.

Another promising pool of potential special education teachers can be found among regular classroom teachers already located in rural areas (Cole, 1981.) By utilizing inservice to retrain these teachers, the district has a pool of teachers who are likely to stay in the district. Universities and rural districts will need to develop innovative inservice training models.

Retention

Attrition rates of special educators may be as high as 50% every year (Ludlow, 1987). Stress-induced burnout among special education teachers has become a concern of administrators (Reetz, 1989; Ludlow, 1987).

Data collected for the national Center for Education Statistics (1985) shows that less than one-

quarter of the public school teachers sampled indicated a sense of certainty that they would reselect teaching as a career.

Research shows that pay and security have generally been down played by would-be teachers, but once they have entered teaching, income gains importance over time, probably as the financial obligations accompanying family life increase.

Some recommendations to help retain special education teachers have been: developing local support groups (Ludlow, 1987), principals making special efforts to stimulate a sense of belonging for the teachers, avoid conflicts which lead to feelings of depersonalization and emotional exhaustion, clear job descriptions, and teacher and administrator training in effective listening and conflict resolution skills (Reetz, 1989).

Cole's (1981) findings were that extra incentives should be provided to the teachers. Incentives such as increased salaries, provisions for low cost housing, travel allowances, extra leave time for medical needs, provisions for attending inservice training programs and continuing education credit for training provided by the school district. Rural administrators would do well to emphasize the positive aspects of rural living as well as the impact a teacher can have in a small district.

Certification and Training

Professional educators need to consider carefully the degree to which teachers are prepared to meet the developments for today's exceptional children (Smith, 1980). The statement that certification does not necessarily imply competence holds for all professions and has particular importance for those who are involved in teacher preparation (Wilson, 1988). "Certification is viewed by the educational consumer -parent, students, public - as a judgment by the State, acting through its agents...which gives some guarantee of competent performance by the professional" (Wilson, 1988).

In studies by West (1987) and Tait (1987) they found that integrating students into regular classrooms has progressed rapidly since the passage of PL 94-142. They concluded that approximately 70% of all children identified as handicapped spend some portion of their school day in regular classrooms under the direction of regular classroom teachers.

At present most states continue to use a K-12 classification and still tend to emphasize elementary preparation. Secondary special education is sufficiently different from elementary in content and delivery to warrant a commitment to differentiated training. 35% of the programs do not offer specially

designed courses on the handicapped adolescent, 55% do not require secondary courses from other departments, and 45% do not require a secondary school experience. Therefore, it is difficult to believe that qualified secondary teachers are being prepared (Bursuck, 1986; Clark, 1984).

Some recommendations toward better training of teachers for special students include: inservice training programs based on actual practice in real settings, coordination between state departments of education and university teacher training programs (Kayale, 1989), encourage classroom teachers to form teacher assistance teams to solve student's learning and behavioral problems, create adaptive learning environments in the regular classrooms, and implement consultation programs (West, 1987).

Wilson (1988) suggested training for certification would include induction programs for first-year teachers, more pre-student teaching field experiences, reduction of non-teaching duties, more student teaching experiences (Frank, 1988).

Klug (1985) writes of how the Training and Learning Center (TLC) on the campus of Southwestern Oklahoma State University and the local public school system practice a cooperative venture to benefit education in the special education field. Goals of the program include: making all education majors aware

of handicapping conditions, providing special education majors with specific skills to work with the children, and providing a smooth transition for the handicapped child into the public school system. The university students receive exposure to and develop an understanding of handicapping conditions. Students enrolled in special education classes spend two hours per week at the center helping the children with math, reading, language develcpment, science, play, music, art, and motor skills.

Cole (1981) suggests that rural districts do not have the resources to use high salaries as an incentive. Therefore, state and federal governments should be encouraged to provide incentive pay to help these rural school districts recruit and retain qualified special educators.

Also, colleges and universities which serve rural communities will need to assume increased responsibilities for training special education teachers.

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APPENDIX B

NORTHWESTERN OKLAHOMA STATE UNIVERSITY Alva, Oklahoma 73717

DIVISION OF EDUCATION AND PSYCHOLOGY

Date: November 8, 1990 From: Dr. JoAnne Davis

Dear Colleague,

I want to take this opportunity to thank you for responding to the questionnaire regarding the shortage of Special Education teachers in Oklahoma. I am contacting some respondents who indicated they anticipated openings for the fall semester, to ascertain if they were able to fill those vacancies. Therefore, I would like to ask for your cooperation one more time to help us with this follow-up study.

You indicated you were anticipating the following vacancies. Please designate how the position was filled and what level of certification the person/s hold.

1.

	Filled Position					
	Yes (If no, go to #3)	No	Standard in:	Provisional in:	Temp. in:	Emerg. in:
Speech	____	_____	_____	_____	_____	_____	_____
LD	____	_____	_____	_____	_____	_____	_____
MR-EMH	____	_____	_____	_____	_____	_____	_____
TMR	____	_____	_____	_____	_____	_____	_____
S/P	____	_____	_____	_____	_____	_____	_____
Multi/H	____	_____	_____	_____	_____	_____	_____
SED	____	_____	_____	_____	_____	_____	_____
Deaf/HH	____	_____	_____	_____	_____	_____	_____
Blind/VI	____	_____	_____	_____	_____	_____	_____
Orth. Im.	___	_____	_____	_____	_____	_____	_____
Deaf/Bl.	____	_____	_____	_____	_____	_____	_____

2. How were you able to fill the position?

a. Person applied in the district_____
b. Recruited from_____
c. Contacted a special educ. department in a University_____
d. University Placement Service-Name Univ._____
e. Reassigned a district teacher_____
f. Other_____

(Go to #5)

3. Services are being provided by:

   a. Contracting with private agency or consultant-
      Amount of time_____
   b. Contracting with another school-
      Amount of time_____
   c. Transferred students to another district_____
   d. Mainstreamed students full time_____
   e. IEP with paraprofessional or aide_____
   f. Other (explain)_____

4.

POSITIONS NOT FILLED (Please List)	Reasons you feel position could not be filled: Cert. Person Unavailable	Geographic Location	Salary Schedule	Training in Area Unavailable	Other (explain)

Comments:_____

5. Many State Departments of Education are looking for ways to help LEAs retain and/or recruit special education teachers. Please share your thoughts with us regarding this matter.

INCENTIVES

What type of incentives do you feel would be effective in recruiting personnel for Special Education?

1. Scholarships
2. Stipends to cover tuition
3. Local CSPD funds for tuition and costs
4. Field-based training (Teacher aides or paraprofessionals may receive credit for practicum hours while working in a special education class)
5. Other_____

RETENTION

What strategies do you feel would be effective in encouraging special educators to stay in the field?

1. Mobility in changing teaching assignments - ie. special education to regular education and return (allowing for a break)
2. Offer flex time assignments-ie. part-time for teachers with babies
3. Increase availability of teacher assistants
4. Increase building administrator support
5. A statewide teacher support network for each category
6. Increase salary
7. Other _____